

Equity of Access and Outcome: The future role of RNLDs in supporting people with learning disabilities to achieve the best health possible – Model Summary

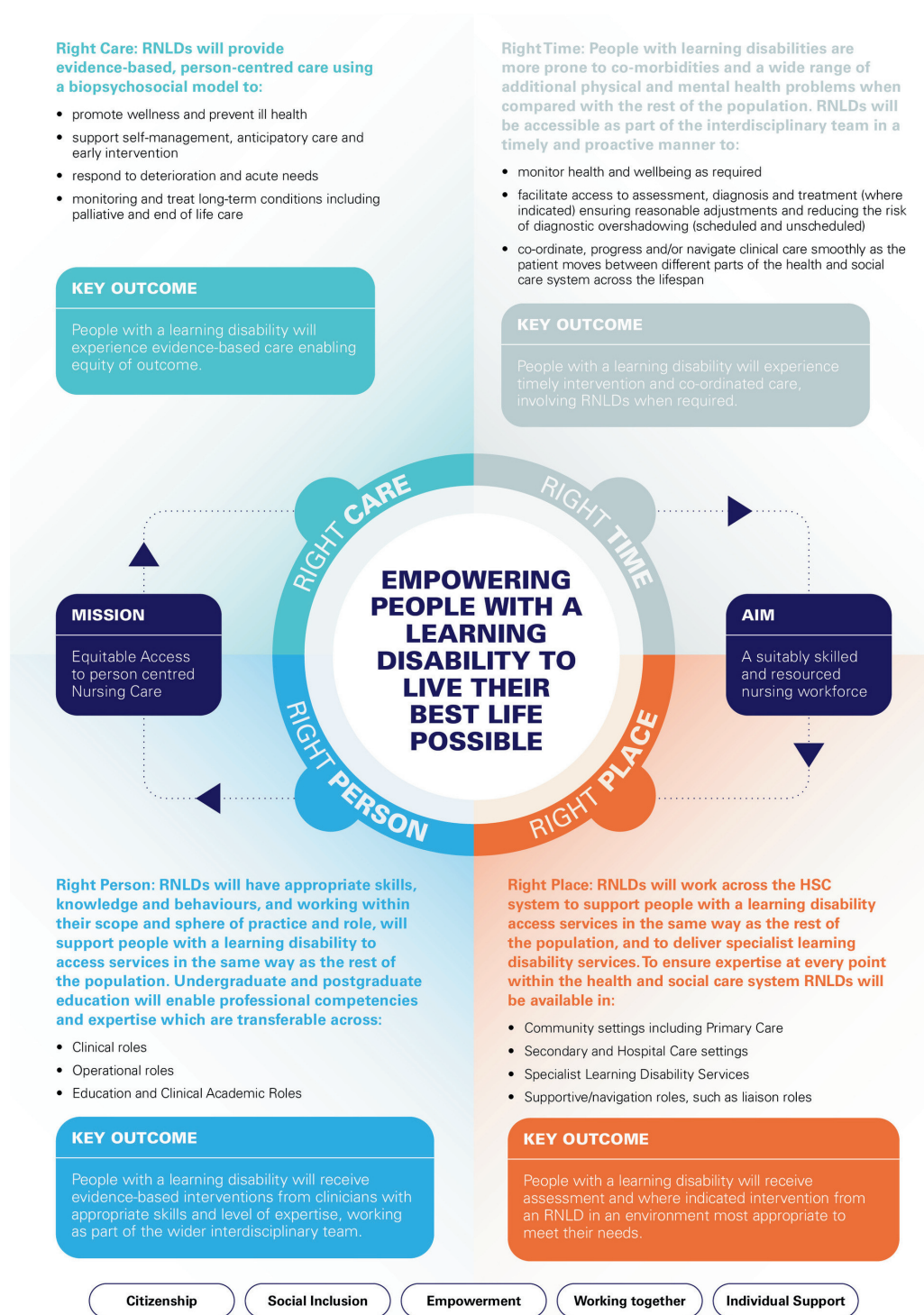


This leaflet should be read in conjunction with:

Equity of Access and Outcome: The future role of RNLDs in supporting people with learning disabilities to achieve the best health possible (2024) – for further information please contact Chief Nursing Officer Office, Dept of Health, Northern Ireland.

RNLD Model: Right Care at Right Time in the Right Place by the Right Person

Implementation of the RNLD model to support to people with learning disabilities will deliver the provision of nursing care that is underpinned by a population health approach, support equitable access to person-centred outcomes focused care and ensure care is delivered by a suitability skilled and resources nursing workforce providing the right care at the right time in the right place - to enable people a learning disability to live the healthiest life possible





Right Care:

RNLDs will provide evidence-based, person-centred care across the lifespan using a biopsychosocial model to:

- promote wellness and prevent ill health,
- support self-management, anticipatory care and early intervention,
- respond to deterioration and acute needs,
- monitoring and treat long-term conditions including palliative and end of life care.

Key outcome: People with a learning disability will experience evidence-based care enabling equity of outcome.

PILLAR 1

Promoting wellness and prevention of ill health

People living with a learning disability have the right to access preventative health and social care, thus nurturing health, mind and soul to live as healthily and well as possible. RNLDs have significant contribution in a liaison or specialist role promoting wellness and prevention of physical, mental and social well-being decline.

PILLAR 2

Support self-management, anticipatory care and early intervention

Person-centred care plans should identify potential physical, mental and social issues in advance of someone becoming unwell and secondary prevention (targeting those at risk). RNLD expertise can enable timely health screening, reflecting individual's wishes to enable early identification and agreed interventions that will maintain wellness.

PILLAR 3

Respond to deterioration and acute needs

If people living with a learning disability become unwell with physical or mental health issues, they should have access to timely assessment, treatment and interventions. Nurses working in primary, community, secondary care and acute hospital settings can respond to physical and mental health deterioration, supported as required by RNLDs either in a liaison or specialist role.

PILLAR 4

Provide monitoring, assessment and treatment of long-term conditions including palliative and end of life care

The patterns of physical and mental health needs and morbidity for people with learning disabilities reflect a wide range of conditions, many of which could be prevented and/or effectively managed. Nurses in other services and RNLDs working in a liaison or specialist role as part of the interdisciplinary team can enable ongoing assessment, monitoring and treatment of long-term conditions including physical, mental health palliative and end of life care.



Right Time:

People with learning disabilities are more prone to co-morbidities and a wide range of additional physical and mental health problems when compared with the rest of the population. RNLDs will be accessible as part of the interdisciplinary team in a timely and proactive manner to:

- monitor health and wellbeing as required
- facilitate access to assessment, diagnosis and treatment (where indicated) ensuring reasonable adjustments and reducing the risk of diagnostic overshadowing (scheduled and unscheduled)
- co-ordinate, progress and/or navigate clinical care smoothly as the patient moves between different parts of the health and social care system across the lifespan

Key outcome: People with a learning disability will experience timely intervention and co-ordinated care, involving RNLDs when required.



Right Person/Skills:

RNLDs will have appropriate skills, knowledge and behaviours, and working within their scope and sphere of practice and role, will support people with a learning disability to access services in the same way as the rest of the population. Undergraduate and postgraduate education will enable professional competencies and expertise which are transferable across:

- Clinical roles
- Operational roles
- Education and Clinical Academic Roles

Key outcome: People with a learning disability will receive evidence-based interventions from clinicians with appropriate skills and level of expertise, working as part of the wider interdisciplinary team.



Right Place:

RNLDs will work across the HSC system to support people with a learning disability access services in the same way as the rest of the population, and to deliver specialist learning disability services. To ensure expertise at every point within the health and social care system RNLDs will be available in:

- Community settings including Primary Care
- Secondary and Hospital Care settings
- Specialist Learning Disability Services
- Supportive/navigation roles, such as liaison roles

Key outcome: People with a learning disability will receive assessment and where indicated intervention from an RNLD in an environment most appropriate to meet their needs.

RNLDs will work across both inpatient and community settings providing:

- person centred assessment, diagnosis and therapeutic intervention
- comprehensive physical, mental health and neurodevelopmental assessment, treatment and intervention
- guidance and support, including ensuring reasonable adjustments in transition between organisational structures/services, to address the existing barriers for people with learning disabilities to improving their health
- education for other health care staff on interventions to meet the physical and mental health needs of people with a learning disability and those closest to them
- RNLDs expertise and skills are often used to identify and support the population of people with developmental needs - by integrating the RNLD role into specific services, either through liaison or embedding the role within the team it:
 - Increases the capacity of the service to meet the nursing needs of people with a learning disability.
 - Improves equity of access and outcome for people with a learning disability through direct access to the same services and other members of the public.
 - Supports the wider interdisciplinary team including social care colleagues and nursing staff across all the other fields of practice through education and professional practice support.

The Interdisciplinary Team

People with a learning disability require access to different services according to their abilities and needs and this should be provided in a timely and co-ordinated way. The focus of the diagram is the person at the centre and the team providing healthcare and other support that they should have equitable access to. All those named in the concentric wheels should have clear, direct lines of access to each other, including out of hours, and know when to seek each other's input to meet that person's needs.

Collaborative systems of care between general and specialist Learning Disability services may require RNLDs to be embedded within a range of services where their expertise has greatest impact and improves health outcomes for the person with a learning disability

